HARVARD COLLEGE
JUL 21 1931
LIBRARY

28 Los Angeles Abstracts

JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
Vol. CXIV, No. 2

July 20, 1931

Ten Cents a Copy
By the Year, $3.00

The *Fact and Story Readers* Series Is Growing

Have You Seen the Latest Additions?

SEVEN BOOKS are now ready, covering the work through the sixth year. The book for the seventh year is to be published this fall.

BASED on expert knowledge of the psychology of childhood and adolescence, made up of delightful classic and modern reading material and enriched by a variety of well-tested pedagogical devices, the *Fact and Story Readers,* as a complete series for all the grades, are unequaled.

The authors are: HENRY SUZZALLO, *President, Carnegie Foundation for the Advancement of Teaching;* GEORGE E. FREELAND, *Professor of Education and Director of the Training School, State Teachers College, San Jose, Calif.;* KATHERINE L. MCLAUGHLIN, *Associate Professor of Primary Education, University of California at Los Angeles,* and ADA M. SKINNER, *Specialist in Primary Education, Columbus, Ohio.*

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta

Laidlaw
TEST and PRACTICE MATERIALS

THE LENNES TEST AND PRACTICE SHEETS IN ARITHMETIC — N. J. Lennes

This material stimulates interest and safeguards progress. It provides practice in the fundamentals and in problem solving, with timed tests for both problems and the fundamental operations. Available for Grades 1-8.

REVISED STUDY-PERIOD PROJECTS — Elda L. Merton

This material is silent reading seatwork for the primary grades. The material is easy to use, for the pupils' work consists of a minimum of writing and checking, with no parts to lose or misplace. Available in tablets.

CASE STUDIES FOR CLASSES IN CIVICS — DeWitt S. Morgan

A tablet of case studies with questions requiring a thorough pupil analysis of each case. Its purpose is to present some of the basic issue of democracy through actual school situations, with the belief that these studies will develop clean conduct and good citizenship.

Write for Descriptive Fo'ders

LAIDLAW BROTHERS

230 East 21st St. Chicago
133 First St. San Francisco
36 West 24th St. New York

Modern workbooks for creating new interest in history

Directed History Study

By Charles C. Scheck and M. A. Orton

Anyone following the trend in modern teaching of history cannot but help wax enthusiastic over the careful and detailed way these lessons are laid out. — *A West Virginia Principal*

These three well-planned student's workbooks emphasize individual work and contain stimulating problems and questions, guides to study, and space for the student's own notes. They can be used with any good history textbooks in grades 6 to 8. Their maps alone are worth the price of the books.

Send for further information

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston
2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland, and Manila

From The Old to The New Education

By W. A. BALDWIN

The Latest Book on Progressive Education

FOR

1. Teachers and Superintendents in Service
2. Students in Teacher Training Institutions
3. Summer School Classes in Education
4. Parent Teacher Association Members

TYPICAL WORDS OF COMMENDATION:—

"It should be of great service to any teacher in helping her to make the work of the classroom interesting and valuable to her pupils."
M. V. O'SHEA

"The short and lively chapters illuminate by concrete illustrations and personal experiences the discovery of child interests, the guidance of activity, the cultivation of thinking, the necessity of outdoor and indoor games for mind and body, the absurdity of abandoning drill, the evolving curriculum."
WILLIAM McANDREW

"While congratulating you upon a signal accomplishment I am also congratulating the teaching profession upon having so helpful a resource in this inspiring book."
EDITH GOODYEAR ALGER

"I am pleased and proud beyond expression with your book."
A. E. WINSHIP

"It is easy to read, it is full of wisdom, it will prove very helpful."
Wm. H. KILPATRICK

"It has been fascinating to note the aptness and force of your many and varied illustrations of principles of learning and teaching."
HANNAH MARGARET HARRIS

"You have made an excellent contribution to the literature of true teaching just as your personal work in teaching was a progressive stimulus to your associates."
F. F. MURDOCK

Price, $1.25 - Ten or more, $1.00 each

NEW ENGLAND PUBLISHING COMPANY
BEACON BUILDING, BOSTON

JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

Table of Contents

JULY 20, 1931

EDITORIALS:—
Intelligent Educators 23
Contemporary Literature 23
Meredith Accepts Presidency 24
Beede Honored 24
Wilson Retires 24
Mission of American Colleges 24
BELDING'S PAGE 25
Weatherwise 25
A Test of Talkies 25
Superfluous "Super" 25
HEARD IN LOS ANGELES 26
Educated Crooks 26
Education and World Business 26
Mental Health Insurance 26
Radio as Education Aid 26
Citizens in the Making 27
The Elementary Principal 27
The Mentally Deficient Child 27
Teach Forest Values 28
The Hard of Hearing 28
Developing Personality 28
Gifted Children 28
Rural School Supervision 28
Catholic Schools' Contribution 28
Business Can Help Schools 29
Schools Can Help Business 29
Open-Minded Teachers 30
Creative Education in Rural Schools 30
Secondary Schools 30
The Gifted Child 31
Develop Flexibility 31
Private Schools as Pioneers 31
Reading and Creative Activities 32
Vocationalizing Rural High Schools 32
Feminine Achievement 32
Whither America? 33
Groundwork for Income Management 33
Education for Leisure 33
Geography for All Levels 33
THE BOOK TABLE 34
EDUCATION IN ACTION 35
GRINS BETWEEN GRINDS 38

JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

Intelligent Educators

IT IS AS impossible to have an intelligent knowledge of American education without a complete knowledge of Horace Mann and the creation of American education from 1826 to 1841, as to have an intelligent knowledge of American history without a complete knowledge of George Washington's relation to the creation of American Independence from 1776 to 1783.

No knowledge of any other American educator from Jamestown and Plymouth to 1930 has any intelligent significance unless it knows every influence utilized and exerted by Horace Mann from 1826 to 1841.

A complete knowledge of George Washington from birth to death would have no appreciable influence on American history if nothing was known of him and his activities from Cambridge on the day when he took command of the recruits until he received the sword of Cornwallis.

It is equally true that Horace Mann would have no appreciable interest in American education, for anything he did before he was thirty or after he was forty-five years of age.

Contemporary Literature

"THE Literary Guild of America," 55 Fifth Avenue, New York City, is making an heroic effort to rescue the Literary Stock Market.

The attempt to "standardize contemporary literature for adults" is as vital in education as the attempt to standardize the price of wheat in agriculture. It is practically impossible to organize farmers to try to solve the wheat problem by stopping the creation of more irrigated wheat land or by reducing the acres seeded to wheat, but it is easy to organize them to elect any one who will vote for the government to try to stabilize the price of wheat.

The Literary Guild of America is trying to "standardize contemporary literature," when the reading public is chiefly concerned with "the best seller."

Teachers are standardized by the degrees earned in hours spent in a professional class, but never for their better, broader reading during their teacher term.

President Lowell of Harvard has dealt a stunning blow to a weakness of the times when he says the New Declaration of Independence is that everyone is entitled to "Life, Liberty and a Ph.D."

The Literary Guild of America deserves front rank for its effort to promote appreciation of discrimination in the breadth and height of the literature read in leisure hours.

Meredith Accepts Presidency

ALBERT B. MEREDITH, New York University, who demonstrated high constructive leadership as state superintendent, first of New Jersey, and then of Connecticut, has accepted the presidency of the American Council of Education, a vitalizing progressive organization of which Henry Grattan Doyle of George Washington University is the executive secretary.

Dr. Meredith has an important place in the professional activities of New York which will mean much to American education.

Beede Honored

FRANK H. BEEDE, superintendent-emeritus, New Haven, Connecticut, after thirty-one years' service, was honored with resolutions, from which we quote:—

"Under his leadership the schools have grown rapidly in attendance, in educational achievement, and in outlook. At the beginning of Mr. Beede's administration the number of pupils enrolled in the public schools of this city was 16,027, housed in thirty-eight school buildings. Today the number enrolled is 35,721, housed in sixty-two school buildings, four of which are modern, excellently equipped Junior High Schools. In 1900 there were about 440 teachers in the city; today there are over 1,200 teachers. At the beginning of Mr. Beede's administration there were 1,200 pupils in the high schools, while today there are 6,500 pupils.

"Words cannot convey the sincerity of purpose, the devotion to duty, and the wisdom of decisions that have won for him the respect and esteem of the entire teaching force.

"It is most fortunate that Mr. Beede is to continue with us as superintendent-emeritus, and that we are still to have the benefit of his ripe experience in the management of the schools of this city."

Wilson Retires

DR. H. B. WILSON has retired as director of the Junior Red Cross, where he has rendered a noble service for three years. He will spend his remaining years in his home in Berkeley, California.

Dr. Wilson suffered from a paralytic stroke a year ago, at the age of fifty-six. He resumed his work at the office in six weeks. While his health has steadily improved he realized that it is the part of wisdom to conserve his strength, while he has health to enjoy. Dr. Wilson had an exceptionally successful administrative experience in Salem, Indiana; Decatur, Illinois; Topeka, Kansas, and Berkeley, California.

Mission of American Colleges

MRS. LUCIA AMES MEAD, Brookline, Massachusetts, is leading a noble crusade to impress upon American college men and women, faculty and students, the importance of their spirit as tourists in Europe this year.

Practically every American college will have one or more special groups of tourists on the tourist trails, which will make a specialty of visiting universities. There has been nothing comparable to this heretofore.

It is also true that there has never been a time when American colleges have been as critically watched as this year.

Unfortunately there is a spirit abroad that American colleges are on the off-side in civic, social and international questions. Restless Europeans will find every restless American tourist and magnify to the limit every slightest discordant note.

Mrs. Lucia Ames Mead is specially interested in the effect American collegians will have upon European collegian war sentiment. She says: "This is a year of grace before the momentous Disarmament Conference at Geneva, when 5,000 war specialists and diplomats will assemble to study how to cripple the war monster. Let the college students of the world unite in an imperative demand that the billions now spent on bombs and battleships, and all that they represent, be henceforth given to enlighten and uplift the myriads whom their fathers' follies have left crippled in mind, body, and estate."

Mrs. Mead is also interested in the fact that many groups of European college students will spend the summer in touring America. She writes especially of fifty-five carefully selected women, from various European colleges, who will be guests of American women's colleges, and will be given an opportunity to meet America's leading citizens.

There is reason for anxiety as to the sentiment of the speakers whom they hear at their banquets.

Belding's Page

Weatherwise

SUMMER days are apt to be warmer than human flesh cares to have them. Hence the grand exodus—everybody going somewhere else in search of cooler weather.

Nature plays some strange pranks on those who thus migrate in search of agreeable temperatures—often pouring vastly more heat upon their retreating backs than if they had remained at home on their own shaded porches.

The really comfortable people are those who keep their minds occupied and cease to fret about soaring thermometers. The most uncomfortable people are those who think of nothing but their comfort, or lack of it.

All of which explains why summer schools are favored resorts of many sensible persons.

A Test of Talkies

SELECTED children of the nation—a boy and a girl from virtually every state—have been meeting in Washington to sit in counsel and judgment upon educational talking pictures. The demonstration is a co-operative enterprise that has enlisted the efforts of President Hoover, the education commissioners of the states, other educational leaders, and the Fox Film Corporation, which presumably supplied the initiative and much of the cost together with the films for observation.

The talking picture sprang into use among the screen theatres almost before the silent picture had become fairly established as a means of instruction in the schools. Film companies, in many instances, have been quick to recognize the enormous possibilities, from a commercial angle, that are latent in schoolroom talkies. But the amount of material so far available is very limited in quantity and some of it, necessarily, misses the mark.

The President's secretary, in issuing the invitations for this try-out conference, plainly indicated that the purpose of it is not to foster any monopoly of the educational talking picture by any corporation. What is learned from the tests will and should be available to all. It can be said of the Fox organization, however, that it has shown unusual sagacity in choosing for its president a man like Mr. Harley L. Clarke, who has devoted much of his time and personal fortune to the promotion of visual education, and who fully realizes that talkies for entertainment are one thing and talkies for teaching are distinctly another thing—though these, too, must be sufficiently interesting to hold attention.

Visual aids are important for enrichment and vivifying of instruction. They can be applied in many branches of the curriculum. They make impressions upon the eye and the ear concurrently. No one expects them to supplant textbooks or teachers or any of the recognized agencies of instruction, but only to render all such agencies more effective.

If the tests in Washington shall tend to reduce the amount of energy likely to be wasted in supplying films poorly adapted to their purpose of assisting the teaching-learning process, much of value will have been accomplished.

Superfluous "Super"

SOMETIMES the incentives offered to pupils to make them do their best work have quite the opposite effect from that intended.

A certain high school, for example, maintains a so-called Superhonor Roll. While the distinction of winning a place upon this roster is doubtless coveted by some students, some others, of at least equal capacity, would rather be choked than be found there. They much prefer to be one of the crowd than to be set off as superhuman beings. A modest boy, possessing excellent brains and studious habits, was actually known to slacken his scholastic pace so as to miss the superhonor of the Superhonor Roll. He confided to his closest friends that he hated being put on exhibition merely because he did thorough work in his lessons and received high marks.

Possibly a plain Honor Roll, upon which a fourth of the class may hope to be entered, including many who arrive by diligent plodding without being geniuses or "sharks," has justification. But the Superhonor Roll—for the gifted few—needs to be viewed with suspicion. It may do more harm than good. It will appeal to the conceited and the snobbish. But to the boy or girl of democratic spirit it may be abhorrent.

Anson W. Belding

Associate Editor.

Heard in Los Angeles

The gist of many notable addresses delivered at the Annual Summer Meeting of the National Education Association June 27—July 3

Educated Crooks

By WILLIAM McANDREW

WE SEEM to be all for learning—for grades. But the fact is that the crookedest crooks in our government have been well educated. And despite the early concept of our educational system there are more crooked officials, more corrupt judges, more crime and rotten politics in this country than in any country of the world. And yet we asked for money for the schools to keep it away from police forces and jails, the need for which we school people were going to lessen.

When I ask intending teachers what they do if crooks are nominated for office in their home towns, they say they do nothing. Why not? They were made public servants to procure good governments. They say they would be fired if they did.

We are laughed at because we fall for these promoters of bogus rubber plantations and what not. Are we, in addition, to be cowards? Teaching heroism in reading classes is all right, but why don't you be a live hero for once? Teach your children about the rotten politics in your state, if such there be. Be a Nathan Hale and help our schools clean up rotten politics.

Education and World Business

By AUGUSTUS O. THOMAS

President, World Federation of Education Associations, Augusta, Maine

THE revival of the business of the world must depend upon a vast scheme of correlation and co-operation in this internationalized world. Today no man, no nation can live alone; there comes a time when nations must cease to be provincial, they must get ready to take care of the flood tide of business and commerce when proper correlation, co-operation and readjustment shall have healed the wounds of the distressed world.

Education must play a great part in any reconstruction or readjustment which comes. Yet education is a two-edged sword. It makes men restless under misfortune and abuse, it gives power to the masses to overturn existing orders. Men readily turn to the theories and doctrines which they believe will give them what they wish. Once they have suffered continuous disappointment and terrible illusionment they discard their dogmas, and cast out their idols.

Education is the chief ally of business and the foundation of good government. Its value to the business of the world is in direct ratio to its spread among the people. Refinement in education calls for refinement and increase in the comforts and pleasures of life. Education prepares the people to absorb the products of industry. Primitive people do not materially aid markets and the economic advancement must depend on the quantity and the quality of the education the people receive. At the present hour education needs the support of business if it would do its full share in re-establishing the business equilibrium of the internationalized world.

Mental Health Insurance

By JAMES A. MOYER

University Extension Director, Massachusetts

ADULT education must not be restricted to that which is formal. Informal education for the wise use of leisure by the pursuit of an avocation merely for recreation is important. For the conditions of modern living, an avocation developed as a real hobby is essential for good mental health. An avocation thus is equivalent to mental health insurance.

Statistics show that there are constantly increasing causes for mental ill health. Unless we are successful in training for a wiser use of leisure by the well educated groups, at least 30 per cent. of all those now finishing high school or higher education will, sometime during their adult life, be the victims of serious mental ill health. At least 20 per cent. of the high school and equivalent groups will eventually be the inmates of institutions for the insane. In the correction of these distressing tendencies lie the big opportunities for teachers and administrators to work together for the enrichment of the leisure hours of adults.

Radio as Education Aid

By JOY ELMER MORGAN

Chairman of the National Committee on Education by Radio, Washington, D. C.

RADIO is worth at least one hundred million dollars a year to the schools of America. This estimate, and it is really a very conservative estimate, is based on a simple assumption which each of you can verify for himself. Let us assume that by the use of master teachers—the great civic and scientific leaders and artists—radio can be made to increase the effectiveness of the common school by at least 5 per cent., and the probabilities are that it can contribute much more than that. This five per cent. of the entire educational budget of the United States would amount to more than one hundred million dollars a year. This widespread use of radio in school education would not only enrich the work of the classroom but would make a large contribution to the education of adults who listen to the material which is broadcast to the school classrooms. They are thus able to learn anew the things which they studied in school days, or if their school opportunities were limited, to enjoy some of the advantages which are now given to the children. No one can estimate the value of this incidental learning on the part of adults. Our education in America has developed so rapidly that more than one half of our grown-up population had less educational opportunities during their childhood than is now given to a child in an average elementary school. It would be plain stupid not to use this new and powerful tool for the systematic education of the entire population, both children and adults.

Citizens in the Making

By WILLIAM J. BOGAN

Superintendent, Chicago

BY THEIR teaching of democratic ideals, hopes and aspirations the public schools have unified a people so completely in democracy that with all its weaknesses American democracy has been made indestructible. Heterogeneous groups from all lands have been moulded into a homogeneous nation of free, independent, liberty-loving Americans. Representatives of the Red, White, Black and Yellow races may frequently be observed in the same class or on the same public program (with sometimes a Malaysian) all imbibing from the same source liberty, love of country and loyalty to its highest ideals.

Through the direct teaching of the schools and by social contact in classrooms and playgrounds, the descendants of peoples who in an older civilization killed their fellowmen with great enthusiasm for the love of God, learn the lesson of sympathy, appreciation and tolerance, growing finally into citizens of vision and courageous convictions.

The Elementary Principal

By RUSHA WESLEY

Principal, Lee Street School, Atlanta, Ga.

UNTIL recently very little attention has been given to the preparation and training of an elementary principal. The job was obtained by seniority or political favoritism.

Half of a principal's time must be spent in supervision, one-third in administration, and the remainder in clerical and miscellaneous duties. Colleges are offering courses in supervision and administration, but most of these are for the superintendent. A period of apprenticeship has been suggested for future principals, with this so arranged that the school training the student might benefit as well as the student. The vice-principal, given more supervisory duties, might be an apprentice for the principalship.

In 1908 Frederic Ernest Farrington gave as the most important qualifications of the principal: scholarly attainments, teaching skill, executive ability, a strong and attractive personality, and the capacity for growth. In 1931 these are still the most important, but like the seven cardinal principles of education, there is need for more detailed definitions and how to acquire these qualities.

The Mentally Deficient Child

By ANNIE DOLMAN INSKEEP

Berkeley, California

THE mentally deficient child requires a different teaching technique from that used with normal children. Modern teaching procedures to be effective must be arranged to meet the psychological needs of the dull and retarded child.

This child differs from the normal or supernormal in that he is often without the every-day knowledge and contacts that normal children just naturally acquire, he lacks the power of rapid adjustment to new life situations, he lacks initiative and is not resourceful, he lacks judgment, his attention span is short, he often lacks interest in academic work, his mind is easily cluttered up, he is more dependent upon success than is the normal or supernormal child.

Because of his limitations, the school should attempt to give the mentally deficient only such life preparation as he can use. All teaching procedures must be so presented to the mentally retarded child as to appear exaggeratedly attractive, interesting and worthwhile. The periods of concentrated effort should be short and the work must be kept easy enough so that the child can learn to do it without help and finally pass judgment upon his own work. To carry on successfully any extended work in modern teaching procedures a scientific programing of time units is necessary.

The keynote of modern teaching procedures is self-initiated and self-directed efforts along lines of greatest interest. An activity program is a much more difficult thing to carry out successfully with the mentally deficient than with the normal or superior child. Of course, by successfully is not meant from the teacher's or supervisor's point of view, but from the real life value to the child. Such an activity for the mentally retarded should require considerable handwork that is well within the capabilities of the group. The academic work should be a review of processes already learned, and be such as can be divided into small units.

Teach Forest Values

By GEORGE H. BARNES

Chairman, Executive Board, American Green Cross, Los Angeles

THE greatest gift we could bestow upon the children of today would be the introduction of the fascinating study of trees into every school in the United States—beginning with the kindergarten. A practical application of this subject may be made to every study—without adding another subject. It may be included in geography, history, botany, mathematics, literature, art, manual training, thrift, good citizenship, domestic science, and all the sciences.

Our very existence depends upon our forest friends. They purify the air, regulate the streams, influence the climate, diminish the force of wind storms, fertilize the soil, afford shelter to bird and beast, and furnish many, many products. Not one industry can be conducted without the help of the forest.

Boys and girls who have been taught the value of trees recognize how essential they are to civilization. Nothing would add more to their happiness—present and future—their welfare and the welfare of our nation—than an appreciation of our natural protectors.

The Hard of Hearing

By MARTHA E. BRUHN

Principal, Muller-Walle School of Lip Reading, Boston

THE hard-of-hearing child has as much right to be educated to the highest possible extent of his capacity as any other child. The education of children who are *hard-of-hearing* is an entirely different problem from that of educating the *deaf* children.

Wherever possible, children with impaired hearing should be kept in regular schools. Given lip-reading instruction, the deafened child may be treated as a hearing child.

Success for hard-of-hearing children, not only in school achievement but also in other social situations, depends in large measure on their ability to read speech effectively. Teaching the deafened child how to overcome his handicap will mean that adult readjustment cases will be far fewer in the next generation.

Developing Personality

By GOODWIN WATSON

Associate Professor of Education, Teachers College, Columbia University, New York City

THE good teacher is more concerned about children than about any sort of system, method, organization, or records. She knows her pupils, and the "why" of their good or bad behavior. She plans with them a program which is interesting, full of activity and fun.

The good teacher avoids comparisons. The competitive motive does far more harm than good, inside and outside of school. Control is co-operative and democratic, rather than by individual whims, or by obedience to the teacher. The good teacher plans to exercise most of her influence on small children by the way she acts rather than by what she says. She never preaches. She is generous with approvals, and renders each child more attention when he needs to grow into intellectual and emotional awareness of these patterns. As a rule he should progress without advice from the counselor. The counselor asks questions, and when necessary gives experience. The pupil draws his own conclusions. Good advisory work makes itself unnecessary for the individual served.

Gifted Children

By I. GRACE BALL

Supervisor of Special Classes, Pasadena, Calif.

IF GIFTED children are the nation's greatest potential asset, and if democracy in education means giving equal opportunity to all children—not giving them the same training—so each may develop to his fullest capacity, we need enter no plea for the education of gifted children. It is theirs by right.

Rural School Supervision

By GEORGE W. WANNAMAKER

Superintendent, Griffin, Georgia

IF AMERICA is to remain a great nation, the opportunities of the rural child must be improved. People are going to move where their children can get the best educational advantages. The real strength of a nation is determined not by the large cities, but by the vast rural sections, and the next ten years should see the advantages of these sections made more attractive. A reading of the histories of other great nations will bring to every true American a challenge to devote more of his time and of his talents to the big job of advancing the educational opportunities of our rural sections.

Within the next ten years rural school supervision should advance to the extent that the rural teacher and the rural child will no longer be apologetic.

Catholic Schools' Contribution

By SISTER M. RAPHAEL

Catholic University of America, Washington, D. C.

THE underlying principle of all Catholic education is religion. For the sake of this principle a system of education is maintained by the Church, distinct and separate from other systems, without expense to the state.

This education includes the consideration of health, scholarship, and character.

The thoroughly organized and well developed system of Catholic education begins with the kindergarten and ends with the university. The system has contributed its quota to every branch of knowledge.

The development of character has ever been the fundamental aim of the Catholic Church in whatever educational program she undertakes. Life dominated by principles is character. Religion permeates Catholic education. The parochial schools attempt to provide an education in accordance with the spirit of Jesus Christ. The aim of parochial school training is to lay before the child the best and noblest ideals, to stamp those ideals on the child's mind in the concrete form of sound principles, and to establish the habit of acting according to those principles, in order that they may last for the rest of his life. The whole attitude of Catholic instruction is that of love and respect for the United States, its institutions, and its government.

Business Can Help Schools

By **ALBERT E. BULLOCK**

Director, Commercial Education, Los Angeles Public Schools

IF THE schools are to prepare efficient business workers, they must know what these workers are to do.

Business men can help the schools by becoming better acquainted with the schools. Every business man should be willing to take the time to visit his local high school or junior college at least once a year, and should occasionally accept an invitation to address groups of pupils. They should also be willing to invite teachers and groups of pupils to visit their places of business.

Business men can help the schools by seeing that the schools get their just share of taxes, and that a proper proportion is spent on commercial education. When a bond issue is necessary, the fact that the substantial business men are behind it will give voters confidence in bonds.

Business men can help the schools by hiring and intelligently placing graduates. Too often business men do not make proper inquiries about the preparation of an applicant and then ciriticise the schools for turning out poorly-prepared workers. If business men in each community would demand that each applicant for a position present a certificate stating just what business subjects he had studied, and what grades he had earned in each, many misunderstandings would be avoided.

Schools Can Help Business

By **BRUCE A. FINDLAY**

Chamber of Commerce, Los Angeles

SCHOOLS can help business by seeing that the student understands, when he presents himself for employment, the A B C's of the business alphabet.

The "A" of the business alphabet stands for

Convention High Spots

All previous attendance records were surpassed. Number of registrants 16,700. Total including families believed to be around 22,000. Of these, 15,000 were from out of the city.

Delegates to the Representative Assembly, 1,422.

Florence Hale, Supervisor of Rural Schools for the State of Maine, was elected President, without opposition. Her nomination had the endorsement of 38 States.

The Association refused to reverse its attitude on the Eighteenth Amendment. The following resolution was passed:—

> **"The National Education Association reaffirms its stand in favor of the Eighteenth Amendment and of the laws enacted thereunder. It urges their vigorous and impartial enforcement and pledges its support to an active educational campaign in the schools in behalf of habits of living for which the Eighteenth Amendment stands."**

The convention also went on record against the curtailment of school expenditures, as follows:—

> **"To cripple the schools financially, even for a year or two, means a serious loss in school morale, in educational leadership, in qualified teachers and in the quality of our future citizenship. The present economic depression should strengthen our determination to fit the new generation to solve future economic problems.**
>
> **"The National Education Association condemns ill-considered cuts in school budgets, reductions in teachers' salaries or other short-sighted policies advocated because of the present economic depression, realizing that education is the basis of our national wealth and of our economic and social stability."**

Next summer the Association will meet in Atlantic City.

Ability, which is the first quality necessary for business achievement. Surely during the difficult times through which we are passing, the need for Ability to help lead us out of the present maze is more than ever in order.

The second letter, "B," signifies Backbone. Rightly or wrongly, the business man expects the school to have trained the student to display qualities of Courage, the courage to study the problem, to think it through to a logical end, and then to stand by them and encourage them to be honest, which is the Backbone of all successful commerce and business enterprise.

"C" signifies Change, the common denominator of all business. The present economic kaleidoscope requires that the prospective business man or woman be thoroughly alert to all modern developments and changes.

In spite of such confused times, the schools may be sure that there are still positions that boys and girls who are now in school may fill if they have the right qualifications.

Open-Minded Teachers

By EDITH B. JOYNES

Principal, George Washington and Robert Gatewood Schools, Norfolk, Va.

THE classroom teacher has through the ages played a tremendous part in shaping the destinies of the nation. Every teacher should show an open-minded attitude toward new developments in education which in these days succeed one another with breath-taking rapidity. The real teacher is always fortified by a knowledge of what has gone before in the special field of knowledge in which she works. At the same time she has a keen curiosity which takes her out of the past and projects her into the future. In harmony with this open-minded attitude, the real teacher is keenly alert to follow new developments in the field of work for which she is preparing her students.

Teachers must regard each child as a unique individual and treat him as such: organize the life of the school into a unified whole, and have faith in child nature; then the classroom teacher will be an integrating factor in the nation excelled by none other.

Creative Education in Rural Schools

By ADA YORK

County Superintendent, San Diego

THERE is an outstanding need of training of teachers in the principles of applying the philosophy of free education to actual practice.

The school in the open country is undeniably an excellent field for the practice of creative education.

There is a definite need for the training of teachers in the technique of applying the principles of that philosophy in rural schools.

A reporting of actual examples in rural schools of activity programs which classify as a phase of creative education. The recitation of these instances will classify them as phases of physical education, pro-vocational education, command of the fundamental processes and participation in community life.

We emphasize the fact that creative schools originally established by private enterprise were placed in rural surroundings in preference to the congested city areas. Those schools were often located in the suburbs of large cities or taken even into the open country as, for instance, the country day school. Modern civilization in cities has defrauded children of the natural environment conducive to giving them the knowledge of life processes. The natural activities of children in a country situation furnish an ideal medium of instruction and training. As an antidote for the machine age children must have more opportunity to go back to the natural sources of all life and all human activities.

Secondary Schools

By ERNEST D. LEWIS

Evander Childs High School, New York City

THERE is no dodging the fact that, inside and outside of the educational system, there is insistence on revaluation and readjustments in secondary education. The high schools are at the very centre of a civilization that is rapidly changing; into them are crowding in over-increasing numbers the children of all the people; and society is demanding from them instruction suited to the highly complex life of today.

Out of this urge have come suggestions for numerous readjustments in the work of our secondary schools. There must be no one diploma for all pupils graduating from the American High School. More careful consideration must be given to the individual, especially in the large urban high schools. His abilities and his emotional responses must be carefully studied, documented perhaps, and guided. Methods of instruction must, however, be less standardized than at present, varying much with the needs of the individual and with the needs of the community in which the individual lives. More and better training in the arts and in literature, as opportunities for the use of leisure, must play a larger part in the education of the adolescent.

There must be wider opportunities for vocational training that leads somewhere and not into blind alleys. Character training must be charted and systematized so that it will provide the necessary stamina to meet the complex life of the present. Above all, there must be more careful preparation for meeting the many social obligations that American life of the twentieth century places upon young and old.

The Gifted Child

By **ELIZABETH L. WOODS**

Division of Psychology and Educational Research, Los Angeles City Schools

THE child of brilliant intellect has sometimes been called the most neglected child in our schools. It is incontrovertibly true that the course of study is not planned for him, and that as a rule his reading comprehension is from two to five years ahead of that of the average child of his own age. These children make up approximately four per cent. of the school population, and it is estimated that there are 1,500,000 such children in our country.

In the Los Angeles schools special classes known as Opportunity A classes have been established to care for the intellectual, social and emotional needs of these children. Approximately 530 gifted children are enrolled in these classes each year.

Enrichment of their program rather than rapid advancement through school is the aim. However, these children enter high school about one and one-half years younger than the average child.

Clubs for nature study, cartooning, poetry, drama, astronomy, or anything which has genuine interest for the group are a feature of these groups. A modern language is added when a suitable teacher can be secured.

A study made of more than 600 of these children in the junior high schools, half of whom had been in the Opportunity class, and half who had not, revealed markedly better school work on the part of those who had been in the special groups.

Develop Flexibility

By **A. M. JONES**

Assistant Cashier, Chase National Bank, New York

MUCH has been said, much has been done, much has been written about our present temporary business depression. In spite of the serious knot that has prevailed in sections of our country, we should all take heart, because this human side of American business is too sane to permit us to remain long in a depressed condition. Human beings are primarily happy beings and will not continue to be submerged under a cloud of unhappiness. If business were a worn out machine, we might then lose hope, because some of its parts would be irreplaceable. But with the flexibility of the human mind, with the strong personalities that make up American business, the time is not far away when we will again be on a wave of happiness and better times.

Business as it stands today is extremely youthful. We have learned much in the past century, we have accomplished a great deal, but we have barely scraped the surface, and I doubt if we have made more progress in the business world than you have in your educational work. Business and educational representatives stand together in the respect that they have many problems to work out—many obstacles to overcome.

The best way to overcome these obstacles is through a better understanding between schools and business. We have heard so much about that wide gap which is supposed to exist between education and business. Years of study, however, have led me to believe that a well defined gap does not actually exist. I have found only a lack of understanding on the part of those concerned and a considerable lack of tolerance which must be overcome.

Today the most necessary asset for success is a flexible and adaptable mind. We are known as the most flexible and adaptable nation in the world. Our ability to meet any condition is most noteworthy and praiseworthy.

Our present economic ebb is marked by a certain rigidity of thought which can be traced directly to the early home and school influences of the persons who are concerned, for there are many people in this country who did not, in their early home life and during their school days, learn the need for pliability. This rigidity of thought has contributed greatly to the curse of middle-aged unemployment.

The greatest contribution teachers can make to America is to foster in students a flexible, adaptable mental attitude which will produce that most necessary trait known as personality, and enable them to meet any condition that might arise in everyday life. Teach students how to live in the broadest meaning of the term. Establish for them an intelligent viewpoint toward life, let them know that they are to assume the responsibility for running the business of these great United States within the next decade.

Private Schools as Pioneers

By **COLONEL THOMAS A. DAVIS**

President, San Diego Army and Navy Academy, Pacific Beach, Calif.

THE private school is the pioneer educational institution of America. American private schools, some of which were established as early as 1633, have been throughout the years a constant source of culture and have made distinct impressions for the nicer things of life upon hundreds of thousands of boys and girls who have later become leaders in education.

Private schools have contributed millions of dollars in buildings and equipment for furthering the cause of education and have offered themselves as great laboratories for experiments with new ideas of training. Because of sectarian and political differences regarding the study of the Bible or religion in the public schools, the private and parochial schools will become the only sources of religious instruction of youth outside of the Sunday schools.

Reading and Creative Activities

By LIDA CLAIRE McCOID

Primary Supervisor of Rural Schools in Los Angeles County, California

EDUCATION is "a process of individual growth and development beginning with birth and ending only with death." It is a successive series of experiences which yield potent results, whether beneficial or otherwise. These experiences are both real and vicarious.

Reading is a vicarious experience without which life is barren. Reading must be preceded and accompanied by a colorful background of meaningful language experiences. Mearns says that as soon as children begin to speak they attempt the language of literature. Parents and teachers must foster and protect these initial attempts. The stress on rich and varied experiences which precedes, accompanies, and insures resultant creative activities must parallel the vicarious experience of reading.

In progressive classrooms, the aims of teaching reading are threefold—to produce rich and varied experiences, to establish strong motives for, and a permanent interest in reading, and to create desirable attitudes, and economical and effective habits and skills in reading. Having established through concrete, first-hand language experiences the readiness for reading, and having this readiness followed by a varied and vital reading experience, it naturally results that the creative impulse occurs. A child with a stimulated emotional desire is bound to create.

Teachers are admonished to recognize two great facts; namely, that creative activities are not limited to art, music, and literature, and that the success of creative activities depends to a great extent on the teacher's attitude. Therefore, the teacher who recognizes the broad and varied channels for creative experience, and who evaluates her own attitude, will develop for herself an enriched background, a wider, more vital life-interest, and a stimulated emotional response. She must establish criteria for judging the child's creative activities.

Vocationalizing Rural High Schools

By JAMES R. JEWELL

Oregon State Agricultural College, Corvallis

OUR present American school system is made up of the peculiar combination of an eight years peasants' school imported from Prussia, carefully planned for a people who will never be permitted to think for themselves, and a high school modeled closely after the schools of England, with their non-utilitarian subject matter, intended for young gentlemen who will never have to work for themselves. Once the patrons of rural high schools can be brought to want the vocational subjects to as great an extent as they desire the more traditional parts of the curriculum the land grant colleges can quickly be made to look at teacher-training from a "job analysis" point of view.

Oregon is predominately a state of rural high schools; four-fifths of its high schools are of less than 200 pupils each, and almost half enroll less than fifty pupils each. But of the 129 three-teacher high schools or less, 105 have made strictly vocational subjects available to their student bodies.

Feminine Achievement

By ALTHEA WARREN

First Assistant Librarian, Los Angeles Public Library

A STUDY of the most popular books of the last thirty years, as listed in "The Bookman" each month from 1900 to 1918 and in "Books of the Month" from 1919 to date, shows that forty per cent. of the novelists today are women. The Nobel Prize for Literature, most coveted of all awards, has gone to three women—Selma Lagerlof, Grazia Deledda, and Sigrid Undset. Of the Pulitzer prizes, women have won six of the novel prizes in the last decade, three of poetry, and two each of drama and biography. The "Femina Vie Heureuse," given annually to the best work of the imagination, prose or poetry, in the French language, has been granted to eight women in twenty-six years. A study of the books selected in that new sort of publisher's advertising, the Book Club, shows that since the "Books of the Month" was organized in April, 1926, twenty of the sixty-three choices have been women. Starting a year later, the Literary Guild has just the same proportion. The most astonishing preponderance is in a list of the twelve best novels of 1930 selected by vote of the American Library Association in which nine are by women.

Selecting a half dozen of the most significant and distinguished of this growing group of craftsmanlike and successful writers, Willa Cather perhaps represents the most characteristic of American novelists. In poetry Edna St. Vincent Millay is our most exquisite lyrist, with Dorothy Parker as an extreme contrast in mood with the same skill and abandon in manner. Of English women fiction writers Virginia Woolf uses, in disciplined and intelligible form, the "stream of consciousness" method of Proust, Joyce and Katherine Mansfield. Sylvia Townsend Warren employs the same style more casually and with a touch of witchcraft. Above them all on a Norwegian peak sits Sigrid Undset, whose deep humanity has brought a woman's life cycle in the middle ages as closely into our own experience as what we ourselves suffer and enjoy.

Whither America?

By EDWARD ALSWORTH ROSS

Professor **of Sociology, University of Wisconsin, Madison**

THE rate of growth of the American people may be expected to decline until our population is stabilized at 180-190 millions. Immigration will be regulated with ever greater strictness as population pressure increases in the congested parts of the world. An increasing proportion of us will be elderly. Those under twenty years of age were 40 per cent. of us in 1920; by 1975 they will be but 30 per cent. Those over forty-five years, who were but 21 per cent. of us in 1920, will be over a third of us by 1975. The pace of many industries will have to be moderated, there will be more interest in adult education, and public amusements will be keyed more to the tastes of middle age.

The flow of young people away from farms to cities will go on until the cities become alarmed at the dreary and unsatisfying lot of the farming population, and a great movement occurs away from isolated residence on the individual farm to residence in sociable rural villages such as prevail over most of the world.

With increasing financial dependence on their advertisers newspapers will go on declining into mere mouthpieces of the business class until in disgust intelligent readers will turn to adless, disinterested, truthloving sheets put out by schools, universities, foundations, and research institutes.

The use of money in order to sway elections will go on until some very drastic legislation has been put into effect aiming at the complete divorce of money from politics.

Groundwork for Income Management

By META C. MOHR

Manager of School Savings Department, Farmers and Merchants Savings Bank, Oakland

HOW often have we heard this and other greetings, "Dad, may I have a quarter?" If this is the usual practice in the family, and if the child is in the habit of using this means of getting money for his needs, the result is likely to be disastrous. The great trouble with the majority of parents is that they are either too busy or do not realize the great importance of early training in money matters. It is just as old-fashioned for parents to discuss the family finances behind closed doors as it is to use a hickory stick. The responsibility of the child toward the family income should start early if he is to become a well-balanced human being.

There is a great art in using money properly and by using we mean saving, spending, and giving. We cannot all be artists, but we can at least be taught an appreciation. The great difficulty seems to be in finding teachers, both in the home and in the schools, and between the two we have the bewildered child. Some people have the idea that money is a thing merely to be counted and hoarded. They overlook the fact that it is a social agency, the symbol of labor, industry, and thrift.

Success in life is not necessarily the result of accumulated wealth; happiness, however, for which we all strive, is to a great extent the result of economic independence. I sincerely believe that the training to this end should begin early—in the home through an allowance—and in the schools through correlation.

Education for Leisure

By JAMES E. ROGERS

National Recreation Association, New York City

TODAY the average American has come to enjoy leisure that once was the prerogative of the wealthy. Labor leaders and industrialists are talking about the thirty-five and thirty-hour work week, six hours a day for five days a week. This means thirty hours of the 168 hours. The great challenge to America is whether the increase in the off-duty time of people will be dedicated to self-improvement or to self-indulgence. Will recreation mean re-creation or wreck-reation?

To educate for the wholesome use of leisure is one of the cardinal principles of education. Education must provide means for avocational interests as well as vocational occupations. We must educate for leisure as well as for labor.

The teaching profession must promote plans for a wise use of extra or leisure hours, just as in previous years it promoted the movement for vocational efficiency. The National Education Association, the National Recreation Association and other national organizations have accepted this challenge of the new day and are providing programs for the wholesome use of spare time.

Geography for All Levels

By HARRIET A. ELLIOTT

Instructor of Geography, State Teachers College, West Chester, Pa.

WHEN those responsible for curriculum organization realize the practical as well as the cultural value of true geographic knowledge, geography courses will appear at each educational level.

Abroad, geography occurs at all levels—elementary, secondary, college. In our country it occurs in the elementary and junior high school and is being more generally introduced into senior high schools and colleges.

Since geographic education involves such knowledges, skills and attitudes as are basically essential in handling local, national, and international affairs, it must rank high in curriculum matters.

The BOOK TABLE

EFFECTIVE STUDY HABITS. By Charles Bird, associate professor of psychology, University of Minnesota. Cloth. 213 pages. The Century Psychology Series. Richard M. Elliot, editor. Chicago, San Francisco, New York: The Century Company.

Minnesota is continuing the remarkable influence it has had on American education since the famous administrations of Cyrus Northrop and George E. Vincent, when it established an American education personality.

The publications continue to create standards that have professional influence nationally, which is likely to be true of Dr. Bird's "Effective Study Habits."

In the fifty years since Cyrus Northrop, of Connecticut, gave the Northwest its academic thrill in education there has been a habit of saying things that would be effective, and Dr. Bird continues this in the chapter on "Academic Hurdles."

President Lotus D. Coffman's administration is keeping the pace of its predecessors in every way, as "Effective Study Habits" testifies.

PROGRESSIVE TEACHING IN SECONDARY SCHOOLS. By Ellsworth Collins, dean of education, University of Oklahoma. 523 pages. Indianapolis: Bobbs, Merrill Company.

This book is of exceptional interest because it is scientifically and professionally adapted to the school learning of boys and girls when they pass out of the boy and girl stage and have a "self-starter" mind.

It is strange that no one else seems to have appreciated just this opportunity in school book making.

It is a skillful recognition of the personal responsibility of the school for the transportation of the youthful mind from the attitude of doing what it is told to do, as it is told to do it, when it is told to do it.

All professional school book makers theorize about this, all show that they realize that this transportation is a vital factor in the school life of a child, but Ellsworth Collins puts his theory in action in the school life of all sorts of children, in all the complex frames of mind, in all sorts of industrial, social, civic conditions.

Mr. Collins has made it a business to know real youth in real life in a real way in order to adjust school activities to the greatest variety of minds in the greatest variety of ways.

It is as remarkable a creation of a modern school book for this peculiar educative age as we have seen.

THE PSYCHOLOGY OF FOREIGN LANGUAGE STUDY. By H. E. Huse, the University of North Carolina, Chapel Hill, N. C. Published by the University of North Carolina.

Foreign language study has assumed a new responsibility of late, and Spanish, especially, is well nigh indispensable in the South and Southwest, and evidently all European languages will be desirable in all business relations and travel immediately. This book of Dr. Huse meets the new need skillfully and easily.

The Atlantic South has assumed large responsibility for linking the United States attractively to the South American people educationally and linguistically during the restlessness of the governments there, and the University of North Carolina has been at the forefront in meeting the academic needs.

In this, as in everything, North Carolina educators take a broad view of education, and it faces all conditions in the study of a new modern language. It interests the student, youth or adult, in the significance of reading to learn what one needs to know and to read in order to use ability to know what one reads advantageously.

In Dr. Huse's book there is no trace of the idea that one studies a foreign language in order to pose as one having a language that uncultured persons cannot understand.

Dr. Huse has one learn to read easily any foreign language when one needs to read it to learn what one needs to know by reading it.

This is an important pioneer achievement much as Lindbergh's first trans-Atlantic flight was pioneering for commercial and civilization flying. We hail it as an important modernizing of the schools.

FABRICS AND CLOTHING.. By Sarah MacBride, teacher of clothing, Philadelphia, and Helen Beers McGowan, Teachers College, Columbia University. Cloth. 223 pages. New York: The Macmillan Company.

Here is a school book for universal use. There is not an English-reading family in the world that would not be likely to find this book worth its price any day.

For instance, there are on one-half page (133) five methods of removing an ink spot from various fabrics, under various conditions, making ink practically harmless as an enemy in the home.

A workable knowledge of this book would lift American children as high in civilization as a working knowledge of the least common multiple, the verb "to be," or the spelling of the "demons."

It will be no penalty for any child to be required to study this book, and it will educate the family culturally.

It will promote adult education at every level and at every angle.

The illustrations alone would justify its universal use.

Books Received

"Good Reading for High Schools." By Cross, Smith and Stauffer.—"Correct English." Second Course. By Tanner.—"Bookkeeping and Business Knowledge." Second-year Course. By Jackson, Sanders and Sproul.—"New Workbook in American History." Part 2, since 1865. By Bishop, Robinson and Wheeler. Boston, Mass.: Ginn and Company.

"What People Want to Read About." By Waples and Tyler. Chicago, Illinois: University of Chicago Press.

"Effective Study Habits." By Charles Bird. New York: The Century Company.

"Modern Practical Mathematics." By Watson and Colliton. Boston, Mass.: D. C. Heath and Company.

"Problems in School Supervision." By Kyte.—"Writing and Thinking." By Foerster and Steadman. — "A Study of Values." By Allport and Vernon. Boston, Mass.: Houghton Mifflin Company.

"Second Digest of Investigations in the Teaching of Science." By F. D. Curtis. Philadelphia, Pa.: P. Blakiston's Sons and Company.

"State Publication of Schoolbooks." By John F. Brown.—"Cultural Education and Common Sense." By Snedden.—"Fabric and Clothing." By MacBride and McGowan. — "The Marywood Third-Reader Manual." By Sister Mary Estelle. New York: The Macmillan Company.

"English Exercises." By Griffeth and Walker. — "Beacon Lights of Literature." Ninth Year. By Chamberlain and Richards. Syracuse, New York: The Iroquois Publishing Company.

"The Psychology of Foreign Language Study." By Huse. Chapel Hill, N. C.: University of North Carolina Press.

"The Way Out of Educational Confusion." By John Dewey. — "A History of the Lowell Institute School." By Charles F. Park. Cambridge, Mass.: Harvard University Press.

"Columbia Research Bureau Aural French Test." By Seibert and Wood. Yonkers, New York: World Book Company.

"Questions Actuelles de Pédagogie." By Vaissiere, Sertillanges, Fargues, Jaouen, Fauville and Buyse. Juvisy: Les Editions.

"Principles and Practices in Health Education." New York City: American Child Health Association.

"Lecturas Faciles." By Wilkins and Luria. Newark, N. J.: Silver, Burdett and Company.

"Educational Views of Benjamin Franklin." By T. Woody. New York: McGraw-Hill Book Company.

EDUCATION IN ACTION

New York Adopts Plan for Pupil Health

Wide Program To Be Aimed At All Physical Defects, Stressing Individual Needs; Games Replace Routine

Removal of physical handicaps of pupils whose health is in any way impaired, whether the defect be flat feet, round shoulders or a more serious ailment, such as cardiac or pulmonary deficiencies or diseases, is the aim of a revised course in physical education which the New York State Department of Education will start in the schools throughout the State next September.

By stressing individual activity programs adapted to the individual needs of children, the State plans to improve the physical fitness of all its pupils to make them more efficient. Even the boy or girl addicted to over-indulgence in books will be provided for, being assigned to vigorous activity programs to prevent one-sided development.

Details of the program which has just been adopted have been released by Dr. Frederick Rand Rogers, director of the department's health and physical education division.

"A more definite attempt than ever before will be made to remove physical handicaps of pupils whose health is in any way impaired," Dr. Rogers announced. "Thus, pupils who are anaemic, nervous or have other defects of nutrition or mental balance will be carefully supervised as regards diet, activity and rest.

"An attempt will be made to build up the physical fitness of all pupils to a standard which will render them capable of maintaining their own health in industry and the home. The emphasis everywhere will be health first, social development second.

"There will be emphatically more play time provided for children in all grades," Dr. Rogers continued, "but the time provided will be more rigidly supervised in some phases and more free in others than before."

An important feature of the modification will be the part which the classroom teacher will play in the new program. In elementary schools, he said, it will be expected that every teacher will, at least, aid in supervising the physical education of children during the recess periods. Physical educators in the grades will supervise teachers rather than lead exercises, except as demonstrations.

In the junior high schools some "radical modifications" may be expected, Dr. Rogers said. "Pupils will be taught very definitely how to organize, manage, officiate, score and otherwise control such games and sports as they are taught. They will be examined in methods of organizing, rules, methods of electing captains and in the values of various activities in physical development. Certain fundamental skills and exercise programs will be taught, which pupils may use to maintain their own health and skill in adult life.

Dr. Rogers said that in the senior high schools the programs would become much freer, following the natural interests of individual pupils.

"There certainly will be more of tennis, golf, badminton, handball, hiking, dancing, swimming, camping, horseback riding, squash and such activities, and less of football and basketball," he said.

Claims Latin Teaching Record

Dr. Julian D. Taylor, eighty-six years old, who is retiring from the Colby College faculty, believes he has taught Latin at one college longer than any other educator in the world. He has taught this subject at Colby for sixty-three years without a break. He never has taught at any other college and he never has taught any other subject. "Latin helps you in guessing," he says. "The whole business of life is guessing. We have to guess when this depression will end; we have to guess what investment is best to make. A man can stuff his brains with knowledge and not have power. Knowledge is not power. Judgment is power. In translation a man must have the facts, but he must use his judgment in applying them, and in interpreting them. The study of Latin builds up judgment."

Teachers Oppose Cuts in Salary

The American Federation of Teachers, the labor union organization of the profession, in convention in Chicago recently adopted resolutions opposing salary cuts and urging that merit alone and not a person's economic condition be made the basis for selection of teachers. Discrimination against married women teachers was deplored. "The actual work of the public school does not diminish but actually increases in periods of depression," said a resolution designed to maintain present salaries in the teaching profession. "Teachers have already made a contribution to meeting the demands of the economic situation by accepting added responsibility with no added compensation," it said. In some cities the surplus of teachers has led school boards to advocate wage reductions, according to a resolution introduced by a New York group. These boards should be shown, the convention agreed, that the temporary surplus merely means that a better selection of teachers may be made, providing salaries are raised to, or kept at, a level that will attract the ablest people to the profession. The federation adopted a series of resolutions favoring international co-operation on the part of the United States and opposing any move that might be construed as a militaristic gesture, from high school military training to matters of national policy.

Illiteracy in Nation Cut Fourth in Decade

A constantly downward trend in the United States illiteracy rate since 1870 was shown in a report issued by the Census Bureau on the number and percentage of illiterates to the total population 10 years of age and over. The percentage of these illiterates was 4.3 per cent. in 1930, as compared with 6 per cent. in 1920, 7.7 in 1910, 13.3 in 1900, 17 in 1880 and 20 in 1870. The number of illiterate persons 10 years of age and over in 1930 was 4,285,749, a decline of 648,156 since 1920. "The absolute number of illiterates has therefore decreased about 13 per cent. during a period in which the total population increased 16.1 per cent," the bureau states. "The percentage of illiteracy has decreased during the period a little over one-fourth." The percentage of illiteracy in the several states ranged from a minimum of eight-tenths of 1 per cent. in Iowa to 14.9 per cent. in South Carolina. There was a decrease in the percentage of illiteracy in every state, and in all states, except a few which had considerable increases in their total population, there was a decrease in the number of persons returned in the census as illiterate.

Wisconsin Plans University City

A university city, residence for 9,000 University of Wisconsin students, is planned by the board of regents. Because university fraternities are operating under $3,000,000 in mortgaged debts, and 6,000 students are inadequately housed, the regents hope to set aside a district near the university for construction of enough dormitories and state-owned buildings to house all students. Buildings would be erected on private funds, but titles would accrue to the university in thirty years, the regents plan. They hope to furnish the building and head for them at "nominal cost."

Tax Rate Saving Made by Schools

A saving of twenty-five cents on $1,000 in the city tax rate was made when the Boston School Committee witheld an appropriation of $454,332.82 called for in the budget submitted by Alexander M. Sullivan, business manager. A saving of nearly $1,000,000 in schoolhouse construction was caused by rejection of the proposals to construct the Dorchester forty-room intermediate school at a cost of $690,000 and the thirteen-room elementary building in the Emerson district at a cost of $228,000. Joseph J. Hurley, chairman of the school committee, stated that he voted against the proposal in the interest of economy. Construction of the new Central High School for Girls before any other building was favored by the committee, but they did not agree upon a site for the school.

To Get Lectures By Talking Films

Teaching university students by means of talking motion pictures was put into practice for the first time at Washington University, St. Louis, Mo., summer session. If the experiment is a success it may mean the day of the "canned professor" is fast approaching, according to Dr. Frank L. Wright, dean of the School of Education, under whose department the show is being given. "Going to the 'movies'" for college students in the future may mean seeing and hearing a favorite professor in some distant education institution perform on the silver screen.

Theatre Art Wins A Place as Study

The school theatrical, long an accepted opportunity for self-expression for the submerged student in all grades, and more recently a recognized activity for elementary pupils in many progressive schools, now enjoys the dignity of being a regular study at Fieldston School, an Ethical Culture secondary school at Fieldston road and Spuyten Duivil Parkway, New York City. Under the more formal description of "theatre art" it is offered to pupils in the sophomore, junior and senior years. The inclusion of it as a part of the school program, according to Victor E. D'Amico, director of theatre art at Fieldston, is a tribute to its value as a unifying force in school studies. The young producers undertake to put on five plays a year, Mr. D'Amico explains. The preparations lead them into a study of the theatre, its history and the development of lighting and staging. Under the guidance of the director they prepare their own designs for settings, make the costumes, puppets, masks and scenery. Fieldston, also, according to Mr. D'Amico, is making the most of the possibilities of the theatre project in co-ordinating the activities of the various school departments by having each take charge of its appropriate part. "The English department," he says, "selects or writes the play; the dramatic department stages it; the art department designs the costumes and settings; the manual training classes build the setting and the properties; the sewing and needlecraft department makes the costumes; the science department works out the lighting and experiments with the dyes and color effects; the business course advertises the play and handles the financial end. Thus the efforts and functions of each department focus on one project." Theatre art has won this place in the secondary school curriculum, Mr. D'Amico believes, because of the appeal it makes to the young artist to exert all his creative power and utilize all his knowledge to bring out in full the dramatic impression conveyed by the play.

United States Has 153,306 One-Teacher Schools

Rural one-teacher schools of the United States employ 153,306 teachers, whose average education does not go beyond the high school, and whose average salary is $874 a year, according to the Office of Education. The study of one-teacher schools and the "little red schoolhouses" over which they preside is regarded as significant in view of the national survey of the education of teachers which the Federal Office of Education is now conducting. The education office calculated that if these 153,306 teachers were to be imagined as standing side by side, one every three feet, their ranks would extend in an unbroken line for a distance of 87 1-10 miles. Nearly ten per cent. of these teachers have had less than two years of high school instruction.

College Girls Tour City's Breadlines

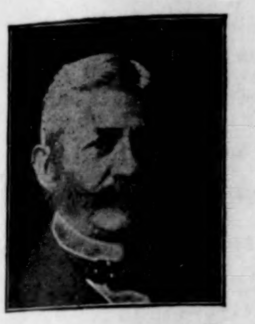
Twelve juniors from as many women's colleges in the East toured the sidewalks of New York to find out how the city solves its social problems. After their first "lesson," a visit to the joblines and breadlines of the Bowery, social workers told them that there were as many homeless, unemployed men as during the Winter, though more scattered and less noticeable. The girls are in New York for the four weeks' "Junior Month" conducted by the Charity Organization Society with the purpose of enabling them to know how social work is done and to spread this knowledge among their fellow students. Funds are provided by a gift by one of the directors. For half of the time, according to Miss Clare M. Tousley, director of "Junior Month," the girls will actually take part in the social work of the Charity Organization Society, helping, under supervision, with its case work.

Record Enrollment In Summer Schools

A record registration of 62,472 boys and girls was reported by New York City's sixty-eight Summer schools when they opened in July for the special term to allow pupils who had failed during the last term to make up for lost time and to provide the opportunity for others to do advanced work. The enrollment, which never before was so heavy, was almost 8,000 above that of last Summer and about 5,500 higher than the anticipated figure for this year. Although several thousand pupils seeking to enter the classes were turned away for lack of room, facilities were so overtaxed by those admitted that Dr. George J. Ryan, president of the Board of Education, announced that he and other officials were working out plans for an adjustment of the situation. Most of the classes were organized with forty or more pupils. It was held probable that the school board would repeat its action of last year in authorizing an emergency appropriation to provide for the increased register.

Educator Denounces New Teaching Fads

Too much attention is being given to the student and not enough to the teacher, I. L. Kandel, Professor of Education at Teachers College, Columbia University, declared in a recent address. He denounced the new tendencies in education. "Educational fashions and slogans have changed with a regularity characteristic only of the changes in women's dress," he asserted. "It does seem, at times, as though the demand of the American public for new sensations and for innovations is being catered to in the frequency with which new theories in education are being advocated. The old educational bonnet has been given a twist here and a turn there." Education always had been at the crossroads wherever civilization and culture had advanced, he said, adding that the



The HOLDEN BOOK COVER

ESTABLISHED 1869

is the only article of its kind that
efficiently and economically
Protects School Books
from Daily Wear and Handling.
Double the Lives of Your Books!

Samples Free

THE HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President SPRINGFIELD, MASSACHUSETTS

problems of education had become the major concern of society and ridiculed the notion that a "new mentality and a new outlook are essential to meet the new problems of a new age." Professor Kandel referred to education as being a mass process, "standardized in a lock-step from beginning to end." He denied that the aim of education was the adaptation of the individual to the status quo. The school had never been responsible for social change, but education adapted itself after change occurred, he asserted, citing the Russian and German revolutions as examples.

Bayonne Teachers Are to Be Paid

The fears of school teachers in Bayonne, N. J., that they would not receive their summer pay checks because of a shortage of $270,000 in the Board of Education salary account were allayed when the Board of School Estimate recommended that an emergency loan be negotiated. The shortage is the result of an overlapping of the Education Board and the City Commission, whereby the shortage is borrowed by the school group out of the city treasury. The new city administration has refused to continue the practice. Mayor F. Donohoe characterized the procedure as a "racket practiced by a political machine."

Education Expands In Moslem Centre

Seven times as many Mohammedan girls attend the elementary schools of Sarajvo, Jugoslavia, as did the day the revolver shot was fired that precipitated the World War. In 1918 there were 4,023 children in the primary schools, and now there are 6,400. The total number of Mohammedan pupils has been increased by 400 per cent., while the number of Moslem girl students has jumped from 163 to 1,097. In the high schools there has been a still greater advance. This is the largest Moslem centre in Europe, though the Mohammedans in Sarajvo are not Turks by blood but Slavs. Most of the men still wear fezzes and the women veils, but much substantial progress is being made along educational lines.

Religion Included In Norway Schools

Religion is included in curricula of the schools of Norway and in most other countries with a State religion. It is usually listed first on the program, says the United States Office of Education. The age of confirmation in the Norwegian Lutheran Church is normally fourteen, that is, at the close of the folkeskole (primary school) and the child has completed his first steps in religious training. The aim of the course in the middelskole (secondary school) is "to secure a definite knowledge of the most important content of Bible history, the principal events in church history, together with the Christian fundamentals according to the evangelical Lutheran faith."

Russian Alphabet May Lose Four Letters

Further simplification of the Russian alphabet is recommended by the congress of academicians, who suggest abolishing four letters, adding one new one and dropping the apostrophe symbol. Before the revolution the Russian alphabet consisted of 36 letters, of which five have been dropped. The new letter would be another "j" pronounced like the English "y".

New England CONSERVATORY OF MUSIC

Wallace Goodrich
Director

Year Opens
September 17, 1931

BOSTON, MASSACHUSETTS

Courses leading to Degrees and Diplomas in Major Subjects; Normal Dept., Soloist Courses.

Major Subjects: Pianoforte, Organ, Voice, Violin, Violoncello, Viola, Contrabass, Harp, Wind and Percussion Instruments.

Theoretical Subjects: Solfeggio, Harmony, Harmonic Analysis, Theory, Counterpoint, Canon and Fugue, Composition and Instrumentation.

Departments: of Public School Music; Languages; Dramatics; Ensemble Playing. Operatic Training; Free Lecture Courses.

Symphonic Orchestra of 105 Members. Two preparatory orchestras.

Free Privileges of Lectures, Concerts and Recitals, the Opportunities of Ensemble Practice and Appearing before Audiences with Orchestral Accompaniment.

Radio Broadcasting: Practical Experience from Licensed Station in our Building.

Dormitories for women students. Catalogue on request.

Pupils Received for a Single Subject as well as Graduating Courses

Address: RALPH L. FLANDERS, General Manager, **Huntington Avenue, Boston**

✣ ✣ ✣ TEACHERS' AGENCIES ✣ ✣ ✣

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 139 Fago Ave.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 808 Title Bldg.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.
Send for circular and registration form free

THE PRATT TEACHERS' AGENCY
70 FIFTH AVENUE, NEW YORK

Recommends college and normal school graduates, specialists and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools.

THE TEACHERS EXCHANGE
of Boston, 120 Boylston Street
Recommends Teachers, Tutors and Private Schools

GRINS BETWEEN GRINDS

B—'s Vacation Diary

Monday—Everybody came down to see me off. Everything is lovely.

Tuesday—Am having a fine time. Met the captain of the boat.

Wednesday—Captain tried to kiss me. I indignantly refused.

Thursday—Captain is wild with anger. He says that unless I consent to kiss him, he will blow up the ship.

Friday—I saved the lives of five hundred people.

Preparedness

Murphy — "What's that in your pocket?"

Pat (in whisper)—"Dynamite. I'm waiting for Casey. Every time he meets me he slaps me on the chest and breaks me pipe. Next time he does it, he'll blow his hand off."

Growing Cautious

Housewife—"Why don't you go to work? Hard work never killed anyone."

Tramp—"You are wrong, lady. I lost both my wives that way."

Down Grade

Disgusted Man (to his son just returned from college)—"You look like a fool. More and more like a conceited, hard-brained, helpless fool, every year."

Just then an old acquaintance of the gentleman doing the talking entered the office and saw the youth.

Old Acquaintance — "Hello, Jack: back, eh? You're looking more and more like your father every year."

Two in One

"Are you the man that made that long drive from the last tee?"

"Yes, siree, I'm the man." (Proudly.)

"Are you sure it was you?"

"Yep, certain. Pretty, wasn't it—270 yards." (More proudly.)

"Well, you owe me a new windshield and rear window."

Absorbing the Shock

"I've got a pretty distasteful job before me," remarked the genealogist. "Mrs. Newrich employed me to look up her family tree and I've got to inform her that one of her relatives was electrocuted."

"Why worry about that?" said his friend. "Just write that the man in question 'occupied the chair of applied electricity at one of our public institutions.'"

His Error

Negro Rag Merchant—"Any beer bottles, missus?"

Lady—"Do I look as if I drank beer?"

Negro Rag Merchant—"Well, Missus, is yo' got any vinegar bottles?"

Kinkology

Little Sue was visiting in the country, and saw some little pigs for the first time. What attracted her attention most was the twist in their tails. After gazing at them in wonder for a time, she asked: "Say, grandpa, does the piggies' mamma put their tails up in curl papers every night, or does they have a permanent?"

Meetings To Be Held

SEPTEMBER

10: Massachusetts State Normal School Teachers' Association, Secretary M. Grace Fickett, State Normal School, Westfield: Bridgewater, Massachusetts.

14-17: American Public Health Association, Secretary H. N. Calver, 370 Seventh Avenue, New York City: Montreal, Canada.

28-30: New York State Council of City School Superintendents, Secretary E. L. Ackley, Johnstown: Lake Placid, New York.

OCTOBER

2-3: National Congress of Parents and Teachers of Vermont, Secretary Mrs. W. A. Sargent, 15 North Street Extension, Rutland: St. Johnsbury, Vermont.

7-9: Wyoming State Teachers' Association, Secretary H. H. Moyer, Rawlings: Casper, Wyoming.

8-10: Vermont State Teachers' Association, Secretary M. C. Parkhurst, 323 Pearl Street, Burlington: Burlington, Vermont.

12-16: National Safety Council, Secretary W. H. Cameron, 20 North Wacker Drive, Chicago, Illinois: Chicago, Illinois.

15-17: New Hampshire State Teachers' Association, Secretary J. W. Condon, R. F. D. 1, Derry: Laconia, New Hampshire.

15-17: Utah Education Association, Secretary D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

15-17: West Virginia State Education Association, Secretary J. H. Hickman, 1816 Washington Street, Charleston: Charleston, W. Va.

22-24: Indiana State Teachers' Association, Secretary C. O. Williams, 205 Hotel Lincoln, Indianapolis: Indianapolis, Indiana.

22-24: Montana Education, Secretary R. J. Cunningham, Box 218, Helena: Miles City, Helena, Lewistown, Montana.

23: Connecticut State Teachers' Association, Secretary Gordon C. Swift, Watertown: Hartford, New Haven, Bridgeport, Norwich.

23-24: Maryland State Teachers' Association, Secretary W. H. Davis, Havre de Grace: Baltimore, Maryland.

23-24: National Congress of Parents and Teachers of West Virginia, Secretary Mrs. C. H. Absher, 2122 Wythe Avenue, Bluefield: Wheeling, W. Va.

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write **THE MURINE COMPANY**
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

25-29: National League of Compulsory Education Officials, Secretary M. C. Andrew, 301 Court House, Memphis, Tennessee: Toronto, Canada.

28-30: National Congress of Parents and Teachers of Iowa, Secretary Mrs. Charles F. Pye, 415 Shops Bldg., Des Moines, Iowa: Cedar Rapids, Iowa.

29-31: Colorado Education Association, Secretary W. B. Mooney, 530 Commonwealth Building, Denver: Grand Junction, Pueblo, Denver, Colorado.

29-30: Maine Teachers' Association, Secretary A. W. Gordon, State House, Augusta, Maine: Portland, Maine.

29-31: Rhode Island Institute of Instruction, Secretary C. W. Bosworth, 77 Rolfe Street, Cranston: Providence, R. I.

NOVEMBER

4-6: North Dakota Education Association, Secretary M. E. McCurdy, Fargo: Bismarck, North Dakota.

4-7: Kansas State Teachers' Association, Secretary F. L. Pinet, 315 W. 10th Street, Topeka: Lawrence, Manhattan, Salina, Dodge City, Wichita, Chanute, Kansas.

5-6: Association of Urban Universities, Secretary C. S. Marsh, University of Buffalo, Buffalo, New York: Toledo, Ohio.

5-7: Wisconsin Teachers' Association, Secretary Bart E. McCormick, 716 Beaver Building, Madison: Milwaukee, Wisconsin.

10: Women's Education and Industrial Union, Mary H. Tolman, 264 Boylston Street, Boston: Boston, Massachusetts.

11: Missouri College Union, Secretary L. G. Abernathy, Fayette: St. Louis, Missouri.

11-14: Missouri State Teachers' Association, Secretary E. M. Carter, Columbia: St. Louis, Missouri.

12-13: New England Association of School Superintendents, Secretary C. H. Chace, Beverly: Boston, Massachusetts.

13: International Education Board, Secretary William W. Brierley, 61 Broadway, New York City: Richmond, Virginia.

17-19: National Congress of Parents and Teachers of Maryland, Secretary Mrs. Alfred C. Levis, 511-S Roland Avenue, Baltimore, Maryland: Baltimore, Maryland.

There is only one magazine devoted to the special field of

Visual Aids to Education:

THE EDUCATIONAL SCREEN

EDUCATIONAL SCREEN ($2) and JOURNAL OF EDUCATION ($3) may be had in specially arranged clubbing combination for

ONLY $4 A YEAR

SEND ORDERS TO

JOURNAL OF EDUCATION

Beacon Building, Boston

FRANK IRVING COOPER CORPORATION

ARCHITECTS ENGINEERS

Specializing in Schoolhouse Planning

47 Winter St., Boston, Mass.

✣ ✣ ✣ TEACHERS' AGENCIES ✣ ✣ ✣

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

ALBERT
TEACHERS AGENCY
25 E. Jackson Blvd.
CHICAGO, ILL.
535 Fifth Ave., New York
Hyde Bldg., Spokane, Wash.

45TH YEAR.—Executives and teachers for all kinds of Public School work, and men and women for good positions in State Teachers Colleges, Universities, and Private Schools, in good demand. Many thousands have secured PROMOTION through this Agency. Why not you? Booklet free.

AMERICAN : : : AND FOREIGN TEACHERS AGENCY 19 WEST 44TH ST. NEW YORK

Recommends instructors, teachers, tutors and governesses for colleges, schools and families. Careful selection for individual needs.

MISS AGNES HOOKER - MISS NELLIE R. TALBOT
Successors to Mrs. M. J. Young-Fulton

"A Personalized Service" **ACE TEACHERS' SERVICE**

Not one of the largest — but one of the best!

Worcester, Mass. Frances Crane Dodge, Director

THE CARY TEACHERS' AGENCY Our business is done by *recommendation* in answer to *direct calls* from employers.

C. WILBUR CARY, Manager
36 Pearl St., Hartford, Conn.

ROSE E. BRADBURY, Manager
14 Beacon St., Boston, Mass.

GEORGE H. LARRABEE, Manager
Clapp Memorial Bldg., Portland, Me.

THE CORLEW TEACHERS' AGENCY

GRACE M. ABBOTT, MANAGER
120 Boylston Street, Boston
Member of National Association of Teachers' Agencies

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop.
Telephone Hay. 1678

N. A. T. A.
Member

8 Beacon Street, Boston
Established 1885

KELLOGG'S TEACHER'S AGENCY

Established 1889
31 Union Square, New York, N. Y.
(Broadway at 16th Street)
Telephone Algonquin 1756

B. F. Mannion
Miss M. B. Gosman } Managers

We have been supplying teachers to the Public and Private Schools for over forty years. We have no branches. All applications for membership and all requests for teachers receive the personal attention of the managers. Call, write, or telephone us for careful personal service.
Member National Association of Teachers' Agencies

WINSHIP TEACHERS' AGENCY

ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence
PROMPT! COURTEOUS! FAIR!
Member of National Association of Teachers' Agencies